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ABSTRACT

Based on the belief that explicit teaching of social skills to young students will better prepare them for future academic and social endeavors, this action research project evaluated the impact of a program for increasing the incidence of appropriate social skills, specifically: sharing, encouraging, and accepting responsibility among young children. Subjects were first and second graders in two suburban communities in northeastern Illinois. Evidence for a lack of these social skills was obtained by means of parent communication, site-based professional networking, student interviews, videotaped activities, and consideration of prior classroom experiences. The intervention was implemented from September to February and consisted of five components: (1) the use of integrating literature as the basis for lesson plans to illustrate the appropriate use of sharing, encouraging, and accepting responsibility; (2) graphic organizers to help students make sense of new learning; (3) modeling and role playing to validate knowledge and experience; (4) guided practice to help ensure skill mastery; and (5) metacognitive activities enabling students to reflect on the desired skills, find their relevance, and process how well they have mastered the skills. A cross-curricular lesson was videotaped prior to and after intervention. The post intervention data indicated a significant increase in the use and application of appropriate social skills in a group setting. There was a statistically significant increase in the students' use of appropriate vocabulary related to the targeted skills. (Ten appendices include data collection forms. Contains 39 references.) (KB)

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INCREASING THE FREQUENCY OF SHARING, ENCOURAGING AND ACCEPTING RESPONSIBILITY THROUGH EXPLICIT INSTRUCTION

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I dedicate this Action Research Project to the most important people in my life: my father, Edgar, for instructing me in his steadfast faith and modeling professional dignity, my mother, Deloris, for demonstrating how to walk in faith and sharing her strength of character, and my brother, Jeof for personifying perseverance and integrity in all ways. Thank you all for your unconditional love, support and respect. Thank you, too, Mr. Michael Rogers.

- Jill D. Close

I dedicate this Action Research Project to my husband, Ken, and my two sons, Kenny and Steven. Thank you for all of the unselfish sacrifices you made, encouragement you gave, and for lending the emotional support that enabled me to persevere. I would also like to thank my mother, Virginia, for her belief in me and her motivational talks that encouraged me when I needed them most.

- Julie Kreitzer

ABSTRACT

This report describes a program for increasing the incidence of appropriate social skills in a group setting. The targeted populations consist of students in first and second grades from two growing suburban communities in northeastern Illinois. Evidence for the existence of this problem includes: parental communication, site based professional networking, student interviews, videotaped activities and consideration of prior classroom experiences.

Analysis of probable cause data revealed a lack of innate understanding of social skills. After the review of the elementary curriculum it appeared the lack of time allotted for metacognitive processing and emphasis on academic skills over social/emotional skills further impact this problem. It is also possible that the responsibility for teaching social skills has shifted from the home environment to the public school setting.

A review of solution strategies suggested that the allocation of time for the explicit teaching of social skills and the integration of metacognitive activities will have a positive impact on the students' use of social skills.

Post intervention data indicated a significant increase in the use and application of appropriate social skills in a group setting.

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Chapter 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted first and second grade classrooms exhibit a lack of social skills when working in a group setting. Evidence for the existence of this problem includes: parental communication, site based professional networking, and consideration of prior classroom experiences.

Immediate Problem Context

Site A is an elementary school located in a southwest suburb of a major metropolitan area. It has a total enrollment of 1,115. There are a total of six schools in Site A's district: four elementary, two junior high and one high school. From the targeted population, the following is a breakdown of ethnic characteristics: 90.4% White, 0.9 Asian/Pacific Islander, 6.1% Hispanic, 1.6% Black, and 1.0% Native American. Site A has an attendance rate of 96.1% with 0.2% chronic truants. There is a rate of 9.6% student mobility. Site A has an average class size of 24.3 consisting of 9.5% low income and 1.7% limited English proficient. Site A's district's operating expenditure per pupil is $4,917 (School A Report Card, 1997).

Site A's district has a total number of 262 teachers. The average teaching experience is 14.4 years with 57.3% of

the total number of teachers with a Master's Degree or above. From the total number of district teachers 72.6% of them are female, while 27.4% are male. The district's teacher racial/ethnic background breaks down as following: 98.9% White, 0.4% Hispanic, 0.8% Asian/Pacific Islander, no Black and no Native American. The average teachers' salary in Site A's district is $41,976 while the average administrator's is $68,288 (School A Report Card, 1997).

Site B is an elementary school located in a western suburb of the same major metropolitan area. It has a total enrollment of 197. There are a total of seven schools in Site B's district: five elementary, one middle and one high school. From the targeted population of Site B students, the following is a breakdown of ethnic characteristics: 92.9% White, 2.5% Asian/Pacific Islanders, 2.5% Hispanic, 2.0% Black, and no Native American. Site B as an attendance rate of 96.9% with two chronic truants. There is a rate of 5.6% student mobility. Site B has an average class size of 22 consisting of 1.0% low income and no limited English proficient. Site B's district's operating expenditure per pupil is $5,497 (School B Report Card, 1997).

Site B's district has a total number of 252 teachers. The average teaching experience is 12.6 years with 41.4% of the total number of teachers with a Master's Degree or above. From the total number of district teachers 76.2% are female, while 23.8% are male. The district's teacher racial/ethnic background breaks down as the following: 97.2% White, 0.4% Hispanic, 0.4% Asian/Pacific Islander, 2.0% Black, and no Native American. The average teacher's salary in Site B's

district is $43,176, while the average administrator's is $67,591 (School B Report Card, 1997).

School Programs

Site A is a K-5 school that consists of 1,117 students in limited heterogeneous classrooms. These classrooms are grouped with the range of academic performance ranging from: average through below average, including learning disabled; slightly below average through slightly above average; and average through academically talented. The targeted classroom consists of students from average through below average academic performance, including 36% diagnosed with a learning disability. As a part of a restructuring plan, the students are randomly grouped in two separate wings to create a smaller school climate. Each wing includes at least one of the previously described classrooms per grade level. The 41 teachers are evenly divided between wings on the following criteria: collaborative relationship established, mixed years of experience, area of speciality, and teacher preference. The 2 administrators, 19 support personnel, 6 office personnel, 18 aides, and 5 custodians are shared equally between the two wings. (Principal, personal communication, 1997)

Site A offers classes in computer, learning center, art, music and physical education. Three playgrounds with equipment specific to a targeted age group are strategically placed around the school. Before and after school day care is located in one of the two gymnasiums and is run by the local park district. Some of the highlighted programs of this site are: D.A.R.E. and Here's Looking at You; a drug

resistance program, Talent's Unlimited; a higher order thinking skills program, a social skills program, conflict resolution, a publishing center, a recycling program, a natural prairie, a butterfly garden, a bird-watching resource center and an off-site outdoor education facility.

Site B is a K-5 school that consists of 217 students. There are nine classrooms consisting of 2 sections of kindergarten, 1 first, second and third, 2 fourths and fifths. The average class size is 21 students. There are 27 full and part time staff members; 21 women and 6 men. This includes 1 administrator, 1 secretary, 9 classroom teachers, 1 special education teacher, 1 speech/language/reading specialist, 1 social worker, 1 challenge teacher, 2 program assistants, 6 special content area teachers, 1 learning resource director, 2 custodians and a nurse. (Principal, personal communication, 1997)

The classroom teachers at Site B are responsible for a comprehensive curricula which includes integrated lessons and projects in all content areas. The school maintains a hands-on approach across the curriculum and promotes the individual differences of its students. It emphasizes the importance of classroom climate in the interest of developing a safe and rich culture for learning. The district is currently in the process of revising and renewing its curriculum through committees composed of staff members and administrative chairpersons. Students receive weekly instruction from specialized teachers in four areas: art, music, physical education and Spanish. Art, music, and Spanish all are taught in the individual classrooms. There are computers in

each classroom with a lab of 15 computers located in the Learning Resource Center. The lab is connected to the Internet.

Site B is a two story brick building which is 46 years old. There is one gymnasium also used a cafeteria during lunch hours. Parents are encouraged to join their children for lunch throughout the year. The building has a limited playground area consisting of blacktop, picnic tables, a primary aged climbing unit and a small grassy area used for soccer. There is a before and after school day care program at Site B run by a local day care business.

Parents are very supportive of the school and the teachers. They demonstrate their support in many extra-curricular activities including Book Fairs, Fun Fairs, monthly Market Day, monthly Parent Universities (run by the classroom teachers), numerous fund raising events, academic and entertaining assemblies, office, classroom and LRC volunteers, and lunchroom and recess monitors.

Site B is a magnet school. It is run on an application basis and students are chosen by lottery. Any member of the community, regardless of home school status, is free to apply to Site B. This results in the majority of the students being bus students who are drawn from the entire surrounding community.

Surrounding Communities

Site A is located in a rapidly growing southwest suburb. The most recent census showed an estimated population of 9,027, an increase of 80% in just three years. The only statistics available for this suburb are from a 3 mile radius

from its downtown area. From this geographic location is the following summary of ethnic/racial background: 96% White, 1.3% Black, 1.1% Asian or Pacific Islander, 4.6% Hispanic, and 1.6% Other. The marital status of this population is: 12.1% single male, 9.9% single female, 64.9% married, 4.4% previously married male, and 8.6% previously married female (Site A Economic Development Corporation, 1997).

The median family income for Site A is $52,951. There is a total of 4,936 owner occupied housing units with a median property value of $104,678. The median rent is $473. The household type is: 91.3% family households, 8.2% non-family households, and .3% group quarters (Site A Economic Development Corporation, 1997).

The educational attainment of this population is 3.8% less than the ninth grade, 9.9% grade 9-12 (no diploma), 35.6% high school graduate or equivalent, 24.8% some college, 6.9% associate degree, 14.0% bachelor degree, and 5.1% graduate or professional degree (Site A Economic Development Corporation, 1997).

The employment profile of Site A is none in the armed forces, 72.4% employed civilian, 2.3% unemployed civilian, and 25.3% not in labor force. The types of jobs are as follows: 12.55% executive and managerial, 11.6% professional specialty, 3.9% technical support, 12.8% sales, 20.0% administrative support, 1.3% service: protective, 7.9% service: other, 0.7% farming, forestry and fishing, 13.9% precision/craft/repair, 7.4% machine operation/assembler/inspectors, 4.2% transportation/material moving, and 3.6% laborers (Site A Economic Development

Corporation, 1997).

Surrounding Community B is approximately 42 miles west of a major metropolitan area, and as of 1993, has a population of 20,236. The average income per family is $45,005. The average price of a home is $180,148. Two new subdivisions within the school district have been approved which will increase enrollment for the next several years. The district is prepared for an extreme growth in enrollment with two sites suitable for the construction of new elementary schools. The high school and the middle school were designed to be expanded if deemed necessary (Site B Chamber of Commerce, 1997).

National Context of the Problem

Students entering the classroom with a lack of social skills find that their success in school is impacted, and research has shown a strong impact on their future success in society as well (McCabe & Rhoades, 1991). IQ was thought to be the strongest indicator of a student's success, but current research finds that IQ contributes only about 20 percent to the factors that determine success in the students' life in the future. That leaves 80 percent to everything else (Goleman,1996). "A U.S. Department of Labor report (1991) lists interpersonal skills as essential for high school graduates if they are to succeed in finding meaningful work" (Cummings & Haggerty, 1997, p. 28).

An increase in the number of students entering the classroom with a lack of social skills has been attributed to many causes, starting with one close to home. According to McCabe and Rhoades (1992),

> The fabric of the American society is changing. Families are on the move: the support system of the extended family is diminishing and the percentage of households with both parents working is increasing; single-parent homes are also on the rise. The average amount of one-to-one contact time between parent and child is now approximately fifteen minutes per day. (p. 210)

This lack of contact with parents presents another problem: What are students doing with this extra time? Bellanca (1992) suggests that "when we combine the enormous number of hours that young people sit in front of the television each week with the decrease of adult supervision, support, and direction, we can readily see why the electronic baby-sitter has such a negative influence on young minds" (p. 202).

Johnson and Johnson (1991) state that "Children are not born instinctively knowing how to interact effectively with others. Interpersonal and group skills do not magically appear when they are needed. Students must be taught these skills and be motivated to use them" (p. 5:2). With the lack of contact time between parents and children, and the negative influence of the media, where is the time for the explicit teaching of these necessary skills? The educational system needs to realign its curriculum to best meet the needs of today's students. "While the 'three R's' remain essential components, the need to prepare our students for the rapidly changing world has been an imperative" (McCabe & Rhoades, 1991, p. 210).

In conclusion, the need for students being proficient in their use of social skills is highly valued in "both the education and business sectors" (Cummings & Haggerty, 1997, p. 28). The causes for a deficit in the area are as varied

as the students entering the classroom but the need to teach mastery of these skills is being defended with consistent and reliable research (Bellanca & Fogarty, 1992). As Goleman (1996) states (as cited in O'Neil, 1996), "I think it's vital that schools begin to teach these emotional skills, to promote 'emotional literacy'." (p. 11) Learning these social skills (will) make them better prepared for future academic, social, and occupational endeavors" (McCabe & Rhoades, 1991, p. 218).

Chapter 2

PROBLEM EVIDENCE AND PROBLEM CAUSE

This chapter describes the evidence of and causes for the lack of the use of sharing, encouraging and accepting responsibility in the second grade classroom at School A and the first grade classroom at School B.

Problem Evidence

In order to identify the lack of use of sharing, encouraging and accepting responsibility within the second and first grade classrooms, the following sources were used: parental communication, site based professional networking, student survey, videotape cooperative learning activity, and consideration of prior classroom experiences.

Through the use of parental communication, the researchers discovered many parents were concerned about their child's inability to relate to others in an encouraging and responsible manner in a variety of group situations. Resources and strategies for the development of the social skills of encouraging, sharing and accepting responsibility were frequently requested. Parents were lending support for the teaching of these skills in the classroom as well. Ironically, many parents have communicated feelings of disillusionment with the current amount of outside work, such

as homework, which their children are expected to complete.

In networking with other professionals from School A and School B at various grade levels, the researchers realized that the lack of use of encouraging and responsible behaviors was a common concern. In many classrooms the teachers were finding that the students were not able to share with others or function productively in individual or group situations. The researchers found this to be true in their own classrooms as well. This inability to appropriately relate to one another on a social level was impacting the academic learning that was taking place.

To document this inability to appropriately relate to one another on a social level the researchers interviewed the second grade students from School A and the first grade students from School B to assess their knowledge and understanding of sharing, encouraging, and accepting responsibility.

Of the 22 students in the second grade class, 20 were involved in this activity. A summary of the number of examples for each of the three social skills is presented in Table 1.

Table 1

Social Skills and Number of Examples - Site A

	Number of Examples	
Social Skills	Looks Like	Sounds Like
Sharing	30	34
Encouraging	5	12
Accepting Responsibility	15	3

Of the 25 students in the first grade class, 24 were involved in this activity. A summary of the number of examples for each of the three social skills is presented in Table 2.

Table 2

Social Skills and Number of Examples - Site B

	Number of Examples	
Social Skills	Looks Like	Sounds Like
Sharing	34	27
Encouraging	11	9
Accepting Responsibility	29	10

Based upon the results of this survey the researchers concluded that the students did not have a sufficient level of understanding of the meaning of the specific social skills in a cooperative group setting.

To further investigate this lack of understanding, the researchers videotaped a cooperative learning activity. This activity enabled them to document the students' application of the targeted skills.

Of the 22 students in the second grade class, 20 were involved in this activity. A summary of the number of occurrences for each of the three social skills is presented in Table 3.

Table 3

Social Skills and Number of Occurrences - Site A

	Number of Occurrences	
Social Skills	Looks Like	Sounds Like
Sharing	5	2
Encouraging	2	3
Accepting Responsibility	14	2

Of the 25 students in the first grade class, 24 were involved in this activity. A summary of the number of occurrences for each of the three social skills is presented in Table 4.

Table 4

Social Skills and Number of Occurrences - Site B

	Number of Occurrences	
Social Skills	Looks Like	Sounds Like
Sharing	7	1
Encouraging	8	4
Accepting Responsibility	7	5

The results of Table 3 and Table 4 validate the researchers' assumptions concerning the students' lack of application of the targeted skills during a group activity. The student survey results and the videotaped cooperative learning activity results were consistent with concerns expressed by parents and peers alike.

When considering prior classroom experience, the researchers not only found that there was a significant impact on academic learning due to the lack of understanding

of and application of these targeted social skills, but that the students' future success had been jeopardized as well. These findings compelled the researchers to identify possible causes.

Probable Causes of the Problem

Considering the identified problem cause evidence it became clear that the students in the second grade classroom from School A and first grade classroom from School B were not entering school with a strong background knowledge base in the areas of sharing, encouraging and accepting responsibility. A summary of the probable cause evidence led the researchers to the following possible conclusions:

1. A growing number of students arrive in the classroom lacking sufficient knowledge and understanding of sharing, encouraging and accepting responsibility, possibly due to the fact that these skills are not being taught explicitly in any setting.

2. Due to changing family structures and lifestyles it is possible that today's parents are not able to take the necessary time to teach these social skills to their children in the home environment as was done in the past.

3. The public school has many time constraints, as well, which make it difficult to adapt curriculum to match the dynamic needs of society. Academic requirements fill the days of the students leaving little or no time for social and emotional skills to be addressed. It is possible that academic skills are more highly valued in today's society than are the social and emotional skills. This is exhibited in the growing value society is placing on standardized

academic testing which does not include a social and emotional skill component. Investigation of current literature supports and substantiates these conclusions.

Probable Causes from Literature

The public school in the United States has played a significant role in the shaping of our country's youth. However, the school itself is guided and restricted by the ebb and flow of society's demands. The use of cooperative organizational strategies and activities was not considered to be necessary for the students' future success. Academics were the main area of focus and interest, and the social skills were thought to be the responsibility of the home setting. "The skills associated with being a responsible individual were mostly taught in the home and reflected the norms and values passed on from one generation to the next" (McCabe & Rhoades, p. 209).

As society has changed there has been a significant increase in the number of single-parent, dual working-parent, and no-parent homes. These different family structures have had an impact on student behavior and achievement in our schools (Bellanca, 1992). "While the skills required to become a responsible individual have increased, the traditional support system for transmitting these values, the family, has eroded" (McCabe & Rhoades, 1992, p.210). As Bellanca, 1992, states:

> Probably nothing is more difficult than the lack of time these parents have for their youngsters. The time to support, assist, correct, model positive values, communicate expected behavior, and encourage social skills is often not there, not because the parents are bad, but because they are struggling to earn the dollars to keep the

> family fed and clothed. Add the decreased time and energy for proper supervision and the result is more students arriving at the schoolhouse door without the basic skills in place (p.201-202).

There are mounting priorities of academic content imposed upon teachers and administrators and nothing is ever taken away. At first consideration, taking the time to explicitly teach social skills appears an impossible task. As Bellanca and Fogarty (1991) have stated;

> If teachers are under inordinant pressure to cover curriculum, it is difficult to see where social skills 'fit.' Let us say only this... the pay off is always greater mastery of content. Sometimes it is necessary for a teacher to throw out miniscule facts in order to find the time. More likely, the improved social skills enable more on-task, on-focus, concentrated student effort. The results of such effort and such increased student responsibility to learning are obvious (p.80).

As research is beginning to show, "Students have a better chance to learn social and emotional skills when teachers give these skills the same intense instructional focus that they give academic subjects... So the good news is that when students acquire these skills, they are likely to experience fewer problems in the future" (Cummings & Haggerty, 1997, p. 30). The fact that a teacher need not spend additional time on discipline problems will encourage both the teacher and the students to take these lessons and activities seriously.

After studying the probable causes identified in School A and School B and the supporting literature, the following conclusions can be drawn: the students come to school lacking adequate social skills, families are not able to teach these skills as in the past, and there is a direct impact on

academic skills and future success when social skill attainment is lacking. As a result it appears that the responsibility for the teaching of social skills has shifted from the home to the public school.

Chapter 3

THE SOLUTION STRATEGY

Review of Literature

The probable cause data has suggested that the responsibility for the teaching of social skills has shifted from the home environment to the public arena. A review of the current educational literature suggests the importance of explicitly teaching social skills. Recommended strategies for explicitly teaching these skills include: integrating relevant literature, using graphic organizers, modeling through role playing, guided practice and opportunities for metacognitive reflection.

Integrating Literature

Integrating literature into the curriculum is a valuable tool to use when explicitly teaching social skills and helping students make connections to their own lives. (Cummings & Haggerty, 1997). This integrations helps students see the complete picture instead of only seeing the skills taught in isolation (Brooks & Brooks, 1993).

Holden (1997) developed a program called "Students Against Violence" to teach social skills in a classroom setting. A study done by Brendtro and Long (as cited in Holden, 1997) shows that without the explicit instruction of social skills, 40% of students using strong antisocial behaviors (bullying) will be adult felons. In this program

she stresses integrating her program objectives throughout the curriculum and introducing the lessons with literature to show the importance of these skills and the connection they have to real life.

A similar program emphasizing the integration of literature has been developed by Callahan, Gipe, and Richards (1997) in which growth and application of life skills is facilitated by a study of story characters and the lessons derived from these characters' experiences. Not only did the researchers document growth in social abilities but also in reading comprehension and understanding.

According to Teal (as cited by Winograd & Gaskin, 1992) reading meaningful literature to students has been proven to be a successful way of teaching many academic skills essential to students becoming independent readers. Now, educators are also seeing this tool as an avenue for teaching social competence (Winograd & Gaskin, 1992).

Graphic Organizers

Graphic organizers have been used in cooperative classrooms to help students organize and make sense of their learning. They have been a more successful tool than simply using direct-instruction or skill and drill methods. The ultimate goal of a graphic organizer is for the student to be in control of their own learning (Bellanca, 1992).

In 1991 Bellanca suggested using graphic organizers as a tool to teaching social skills. He chose the T-Chart or the web to list the "looks like and sounds like" descriptions of the desired social skill. This organizer should be displayed for future reference and be an evolving chart. Teachers

should also add to his chart any material that seems to be lacking from the students' input.

Johnson and Johnson (1991) believe that students learn social skills by a process called procedural learning. This process involves breaking down the final goal into small pieces and practicing these pieces until it becomes natural. This process is outlined in a five step plan:

1. Ensuring students see the need for the skill.

2. Ensuring students understand what the skill is and when it should be used.

3. Setting up practice situations and encouraging mastery of the skill.

4. Ensuring that students have the time and the needed procedures for processing (and receiving feedback on) how well they are using the skill.

5. Ensuring that students persevere in practicing the skill until the skill seems a natural action. (p.5:16)

Focusing on the second step of this plan, Johnson and Johnson (1991) states that creating a list of explicit examples of words to say should be recorded and posted for future reference, thus creating a graphic organizer to help the students understand the skill and when to use it.

Modeling through Role Playing

Gaskin and Winogrand (1992) have studied many teaching techniques for enabling students to apply learning strategies. They have identified three majors features for the most effective way to teach these strategies, including the use of role playing in the classroom setting. Students are exposed to the desired outcome in action and are able to

build on their ideas to help guide them on their road to mastery of skills.

Ault, Collins, Loyle, and Hemmeter (1996) developed a social interaction intervention with positive results which improved social skills in an inclusion preschool. They introduced each lesson with a role play by the teacher. On subsequent days, teachers assisted students in role plays and the students modeled strategies they have acquired. The students were then given reminders of appropriate behaviors and rewards when they were demonstrated.

Having students role play appropriate social skills is an important component of acquiring social skills according to Johnson and Johnson (1991). They believe students students should not only model positive examples of using social skills, but also the negative situation when social skills are missing.

Guided Practice

The use of guided practice is a must for a successful social skills program. Many students come to the school setting without the necessary social skills to be successful. Learning these skills will take much repetitions, modeling, and reinforcement to achieve mastery according to Kagan (1991).

Students learning ways to settle conflicts does not happen overnight and the instruction of these skills has been ignored (Holden, 1997). She explains that the teaching of these skills has to be followed with many different repetitions to see change occur. Holden also cautions teachers not to expect results quickly, but to persevere for

the results are worth while.

Cummings and Haggerty (1997) state that the students with positive social skills have fewer problems in life. However, they only acquire these skills when the school gives the same attention to social skill development as they do academic skill development. They stress guided practice in multiple ways such as having a solution table, school-wide projects and applying strategies that use the most student involvement possible.

Opportunities for Metacognitive Reflection

A study conducted by Johnson, Johnson, Stanne and Garibaldi (1990) compared results from groups using group processing in different formats, groups not using any group processing and individuals learning alone. The results showed that teacher-directed processing along with individual processing provided the greatest gains of all of the groups. Johnson and Johnson (1991) further emphasizes that role playing and guided practice are not enough to master social skills. They need time to reflect, find relevance, and process how well they are doing in mastering the desired skill.

Bellanca (1992) suggests that "look backs" should be included weekly when using group work lessons that integrate the targeted social skills. These "look backs" should be structured reflections looking for what was learned, checking for growth or brainstorming ways to improve. They are also encouraged to reflect on how their group members can encourage each other to master the desired skill and to search for relevant life situations where this skill is

helpful and necessary.

When developing social skills, Kagan (1996) stresses setting aside time for reflection and planning. Students should reflect on their proficiency of the skill and create a plan for improvement. Cummings and Haggerty (1997) also believe making time for reflection using journals is a vital part of a social skill instruction program.

In summary, the literature suggests many solutions for improving social skills including integrating literature, using graphic organizers, modeling through role playing, implementing guided practice and providing opportunities for metacognitive reflection. Although each of these solutions is worthwhile, a combination of these strategies is more beneficial in increasing students' use of social skills.

Project Objective and Processes

> As a result of the explicit teaching of the following social skills: sharing, encouragement and accepting responsibility, during the period of September 1997 to February 1998, the first and second grade students from the targeted classrooms will increase their proficiency at citing examples of these social skills in a group setting, as recorded on pre and post student surveys, and demonstrating appropriate behaviors as recorded on pre and post intervention videotape tally forms, and peer observation forms.

In order to accomplish the terminal objective, the following processes are necessary:

1. Select pieces of literature to be used as the integral components of the lesson plans which illustrate the appropriate use of the targeted social skills: sharing, encouraging and accepting responsibility.

2. Graphic organizers will be used to aid in organizing

and helping students make sense of their new learning.

3. Students will apply learning strategies through the use of modeling and role playing which will validate their prior knowledge and experience.

4. Guided practice gives the opportunity for repetition, modeling and reinforcement which leads to mastery of the targeted skills.

5. Metacognitive activities will be used to give the students the opportunity to reflect, find relevance and process how well they have mastered the desired skills.

Project Action Plan

The action plan was designed to address the five major solution components stated in this chapter: integrating literature, graphic organizers, modeling through role playing, guided practice and opportunities for metacognitive reflection.

Prior to implementation the researchers will plan an initial cooperative group activity. This activity will precede any explicit teaching of the three social skills. This activity will be videotaped by a colleague for the purpose of tallying the occurrences of the targeted skills. A Plus/Minus/Interesting chart will be created to document student metacognition. Also at this time an initial student survey will be administered to document the students' level of understanding of the three targeted social skills.

Relevant literature will be selected which illustrates the appropriate use of the targeted skills. Using this literature the researchers will develop a cooperative group activity which integrates the use of the skill and related

academic content.

Researchers will contact former students to role play appropriate and inappropriate uses of the targeted skills. They will also guide the new students in additional role playing activities.

Reinforcement cooperative group activities will be developed to further practice the targeted skills. These structured activities will provide the repetition and modeling necessary for the students to display these skills.

The culminating activity lesson plans will be developed to enable the students to demonstrate their understanding and use of the targeted social skills. Preselected student observers will use forms to document the occurrence of specific social skills. A final Plus/Minus/Interesting chart will be created to document student metacognition. A videotape of this culminating event will be used by a colleague to tally the occurrences of all three social skills. A final student survey will be administered to convey their level of understanding of the three targeted social skills.

Step by Step Plan for Explicit Teaching of Social Skills

I. videotape a group activity prior to any teaching of social skills

A. Early September 1997: 45 minute cross-curricular lesson

1. Videotape initial activity
2 Collegial review of initial videotape
3. Group Plus/Minus/Interesting graphic organizer
4. Student survey

II. Read literature

A. 45 minute cross-curricular lesson (September, 1997 to February, 1998)

1. Make a class T-Chart of targeted social skill for display
2. Role play with former students
3. Student role play
4. Cooperative group activity based on targeted skill

III. Guided skill practice (incidental learning)

A. Three week time period (September, 1997 to February, 1998)

1. Integrated lessons taught based on specific social skill
2. Reinforcement activities to acknowledge acquisition of targeted social skills

IV. Repeat steps two and three for the two remaining social skills

V. Culminating Event

A. February 1998: 45 minute cross-curricular lesson

1. Cooperative group activity
2. Videotape activity for collegial review
3. Whole group processing activity

D. Student observers

E. Student survey

Methods of Assessment

An assortment of data collection methods will be used to assess the effectiveness of the explicit teaching of social skills. The following methods will serve to note changes in

the way the two classrooms of students apply their newly learned strategies in cooperative group situations.

1. Each class will be videotaped pre and post intervention during a cooperative group activity. Peer teachers will view the videotape and complete both Pre and Post Intervention Videotape Tally Forms (Appendices A and B) for each of the three social skills: Sharing, Encouraging and Accepting Responsibility. The teachers will record the number of occurrences observed for each of the social skills.

2. All second and first grade students will complete Pre and Post Intervention Student Surveys (Appendix C and D) to convey their level of understanding of the three social skills: sharing, encouraging and accepting responsibility.

3. Student Observers will observe the culminating activity based on the specific skills and record the number of occurrences observed for each of these skills. Together, these students will complete three forms: Sharing, Encouraging and Accepting Responsibility (Appendices E-G).

Chapter 4

PROJECT RESULTS

Historical Description of Interventions

The terminal objective of this project was to increase the incidence of appropriate social skills in a group setting.

> As a result of the explicit teaching of the following social skills: sharing, encouragement and accepting responsibility, during the period of September 1997 to February 1998, the first and second grade students from the targeted classrooms will increase their proficiency at applying these social skills in a group setting, as measured by pre and post student surveys, pre and post intervention videotape tally forms, peer observation forms.

Units for explicitly teaching the three specific social skills were developed and implemented to effect the desired change. Each unit included integrating literature, use of graphic organizers, role playing, and guided skill practice.

Prior to implementation, the researchers planned an initial cooperative group activity. This activity preceded any explicit teaching of the three social skills. The students were divided into groups of three or four and asked to complete a cooperative task. Each group designed and decorated a poster which was to include a name for their base group. The group members had to reach consensus before the name could be recorded. A Plus/Minus/Interesting graphic

organizer (Appendix H) was used to record the students' responses to this activity.

This activity was videotaped by a colleague for the purpose of documenting the students' use of the three targeted social skills. Review of the videotape to tally the occurrences of appropriate behaviors was to take place soon after this activity. At this time, the researchers discovered that the development of the T-charts had to precede the development of the Pre and Post Intervention Videotape Tally Forms (Appendices A and B). Because of this change, the review of the videotape followed the culminating event.

The unit on sharing was chosen to be first by the researchers because of the familiarity of the term for the first and second grade students. They believed that it was the skill which carried the greatest amount of prior knowledge on the part of the targeted students. Also, because it was an essential skill for any group activity.

The researchers began this unit in early September. The unit was introduced by reading, The Rainbow Fish, written by Marcus Pfister, a book about sharing and building relationships with others. A class discussion was held to identify the events in the story which exemplified the use of sharing.

A graphic organizer in the form of a Looks Like / Sounds Like T-chart (Appendix I) was developed to record the students' reactions to the story. This created a frame of reference for the students which listed specific examples for them to use as they integrated the social skill of sharing

into their everyday lives.

The next component of the sharing unit was role playing. Former students of the researchers, currently in third grade, were asked to create and present a role play activity which demonstrated the appropriate and inappropriate use of sharing in a group setting. The importance of the role play activity was to give the targeted students the opportunity to see the social skill in action. This also enabled the students to add more examples to the T-chart of what sharing looks like and sounds like in a group setting. Thus, the T-chart continued to evolve throughout the unit.

Although it was at this time the researchers had planned for the targeted students to participate in a contrived role play activity, it was decided that as the students actually demonstrated the appropriate use of sharing, the researchers would have them reenact the true occurrences. This authentic role play became part of the next component of the unit.

From past classroom experience the researchers recognized the importance of reinforcing occurrences of appropriate behavior if this behavior is to be transferred from knowledge to application. This reinforcement came in the form of guided skill practice. The researchers integrated lessons about sharing into the current curriculum. A visual reinforcement was also created to reward application of the skill. The students made their own version of the main character in The Rainbow Fish. As the students demonstrated the appropriate use of sharing, they were given a shimmering scale to add to their fish.

The researchers initial plan was for this unit to take

place over a three week time period, beginning in early September. The beginning date had to be postponed due to beginning of the year demand and was rescheduled for later in September. The three week time frame for the guided skill practice component was also adapted to incorporate the students' interest and enthusiasm. This created an overlap, as the next unit was introduced in late October.

The next unit chosen by the researchers focused on the social skill of encouragement. This skill was selected because it, too, was an essential skill for building group cooperation and relationships. From past classroom experience the researchers recognized that this skill must be explicitly taught for understanding and application to take place. The sequence of the unit components remained the same: integrating literature, use of graphic organizers, role playing, and guided skill practice.

The selected piece of literature was I Wish I Were a Butterfly, by James Howe. This story exemplified the positive results of encouragement on the main character. Following a class discussion, a Looks Like / Sounds Like T-chart was again created by the students. This chart also gave explicit examples of what the students could say and do that would be encouraging to those around them. It was displayed as a reference for the students.

The third grade students returned to the classrooms to present another role play activity demonstrating the appropriate and inappropriate use of the social skill of encouragement. The students added their new learning to the existing T-chart.

Guided skill practice was again used to accelerate the application of the desired social skill. The researchers incorporated encouragement into the curriculum. A seasonal related visual reinforcement was designed to help the students record their individual use of the skill. Every student created a snowman and added a detail for each time another student observed them using the skill of encouragement.

The researchers planned to complete this unit by the end of November. Because of curricular obligations, holiday conflicts and student interest, this unit did not end until mid January.

The final unit on accepting responsibility was implemented in early February and completed by mid March. It, too, could have been extended for the same reasons as previously stated. Due to data collection requirements, the unit was concluded within the three week framework.

The literature piece selected for the skill of accepting responsibility was The Little Red Hen, adapted by Donna Parnell. It was a well known story showing the need for being responsible and the consequences of not accepting responsibility.

A class discussion about accepting responsibility followed. Another T-chart was dictated by the students which recorded their examples of the types of responsibilities they have at home and at school. What they would say and hear as they were doing these responsible behaviors was recorded.

The third grade students were invited to present their final role play. This enabled the targeted students to come

up with multiple responses to be added the the existing T-chart. The role play only reflected classroom responsibilities, but the targeted students easily made connections to home as well.

The guided skill practice component was included at this time. The students composed books which presented occasions of accepting responsibility. These books were used as a reference through the remainder of the unit. Because of the success of the prior two units, the visual reinforcement activity was no longer needed. The researchers observed the transfer of knowledge to application occurring naturally, so extrinsic rewards were not implemented.

The final phase of the intervention process was the culminating event in which the internalization of these skills was assessed. The researchers designed a lesson that enabled the students to demonstrate the appropriate use of the three targeted social skills in an authentic situation. The objective of this lesson was to have each small group of three or four students design a school related scene that showed sharing, encouraging and accepting responsibility. The researchers told the students that they were going to take one picture of each group reenacting this scene. In this picture, the group needed to demonstrate as many examples of the three targeted skills as possible. Each group was given a Scene Planning Sheet (Appendix J). Each member of the group was assigned one section of the planning sheet to complete. This sheet included a description of the scene, the props needed, a sketch of the scene, and a Looks Like / Sounds Like T-chart for recording the examples of the

targeted social skills.

At this time, the colleague returned to videotape the students engaged in this activity. The purpose of this videotape was to document the students' use of the three targeted social skills. The colleague viewed both the pre and post intervention videotapes and completed the respective intervention videotape tally forms (Appendices A and B).

Presentation and Analysis of Results

In order to assess the effectiveness of the intervention strategies, each site used two post intervention methods: a post intervention student survey and a post intervention videotape tally of occurrences.

The post intervention student surveys (Appendix D) were completed at both site A and site B, by mid March, 1998. The post intervention student surveys were used to document the number of verbal examples given by the students of sharing, encouraging and accepting responsibility using a Looks Like / Sounds Like format. The individual site results of the pre and post intervention data collection are presented in Figures 1 and 2.

The intervention methods seem to have significantly increased students' awareness and their ability to cite examples of sharing, encouraging, and accepting responsibility. At site A, students increased the number of examples of sharing from 30 to 149 (Looks Like) and from 34 to 133 (Sounds Like). These significant increases were also shown in the area of encouraging, where the number of examples increased from 5 to 171 (Looks Like) and from 12 to 179 (Sounds Like). This pattern of increase continued in the

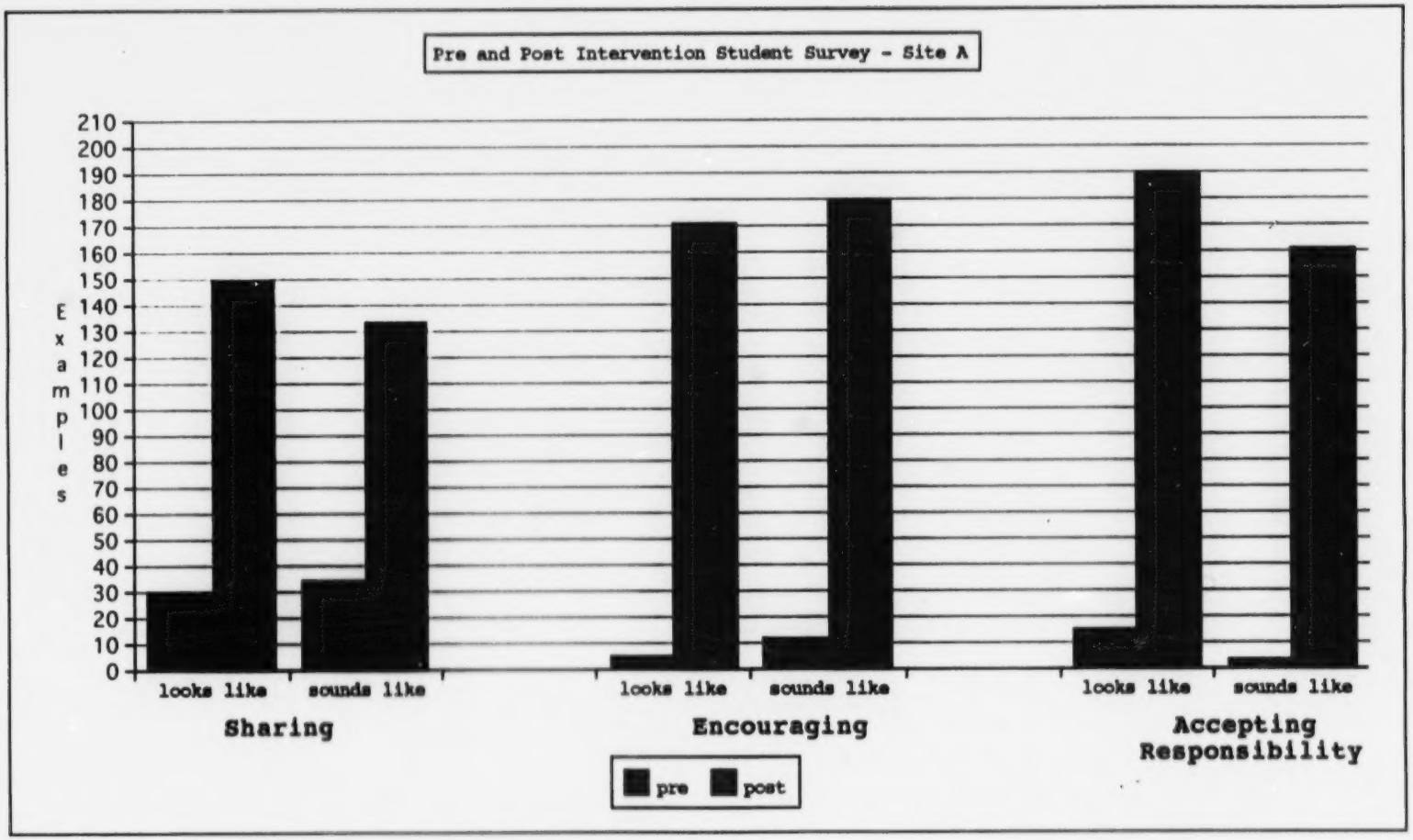

Figure 1

Pre and Post Intervention Student Survey - Site A

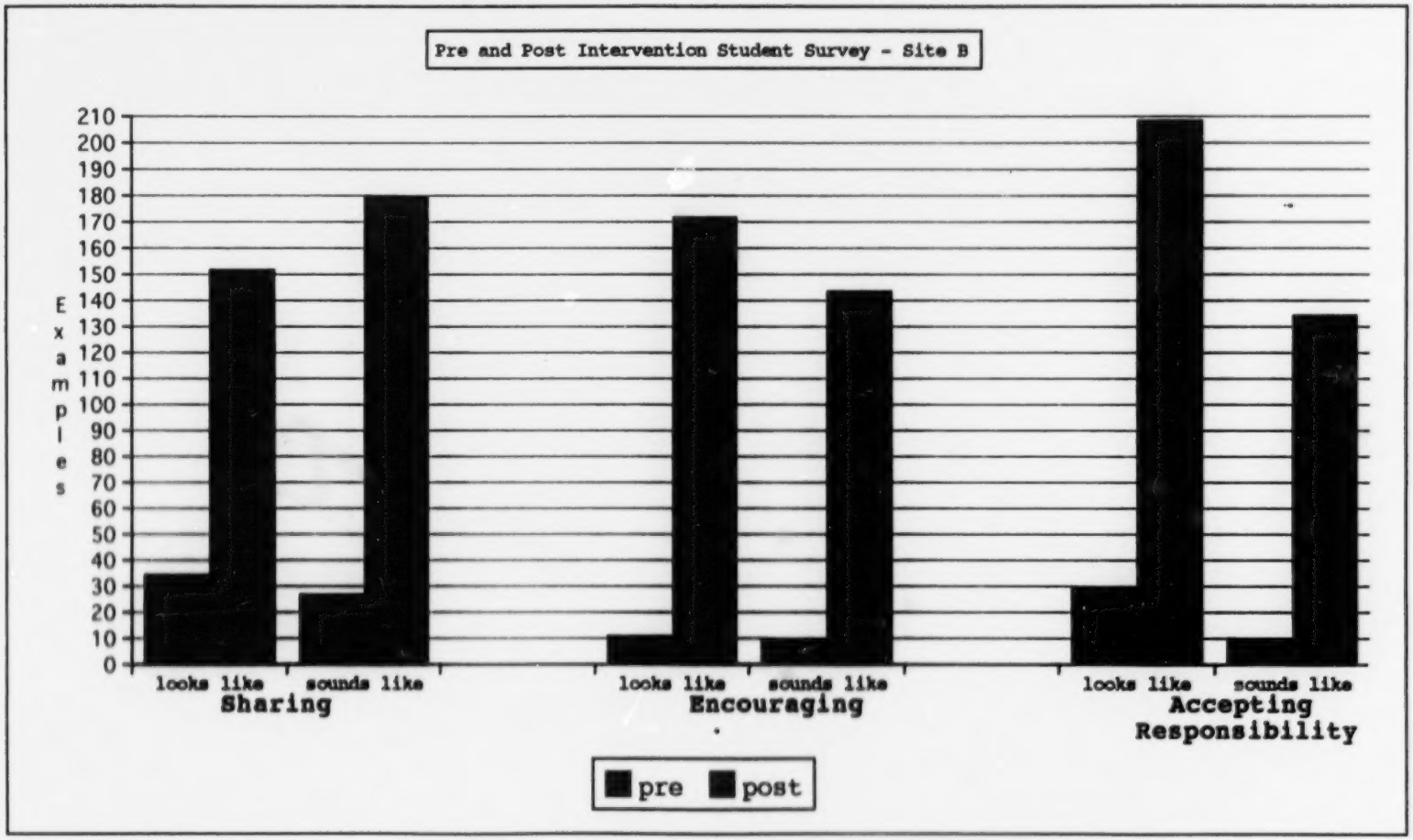

Figure 2

Pre and Post Intervention Student Survey - Site B

area of accepting responsibility, where the number of examples increased from 15 to 189 (Looks Like) and from 3 to 161 (Sounds Like).

At site B, the trend of significant increase was documented as well. Students increased the number of examples of sharing from 34 to 152 (Looks Like) and from 27 to 179 (Sounds Like). These significant increases were also shown in the area of encouraging, where the number of examples increased from 11 to 172 (Looks Like) and from 9 to 143 (Sounds Like). This pattern of increase continued in the area of accepting responsibility, where the number of examples increased from 29 to 208 (Looks Like) and from 10 to 134 (Sounds Like).

The post intervention video tally of occurrences was completed at both site A and site B by early March, 1998. This video was used to allow the researchers to document appropriate use of the targeted social skills. This document was compiled in a Looks Like / Sounds Like T-Chart format. The results are presented in Figures 3 and 4.

The intervention methods appear to have significantly increased the students' ability to demonstrate appropriate use of the targeted social skills. At site A, students increased the number of occurrences of sharing from 5 to 10 (Looks Like), showing 100% increase, and from 2 to 10 (Sounds Like), showing a 400% increase. These significant increases were also shown in the area of encouraging, where the number of occurrences increased from 2 to 5 (Looks Like), showing a 150% increase, and from 3 to 7 (Sounds Like), showing a 133% increase. This pattern of increase continued in the area of

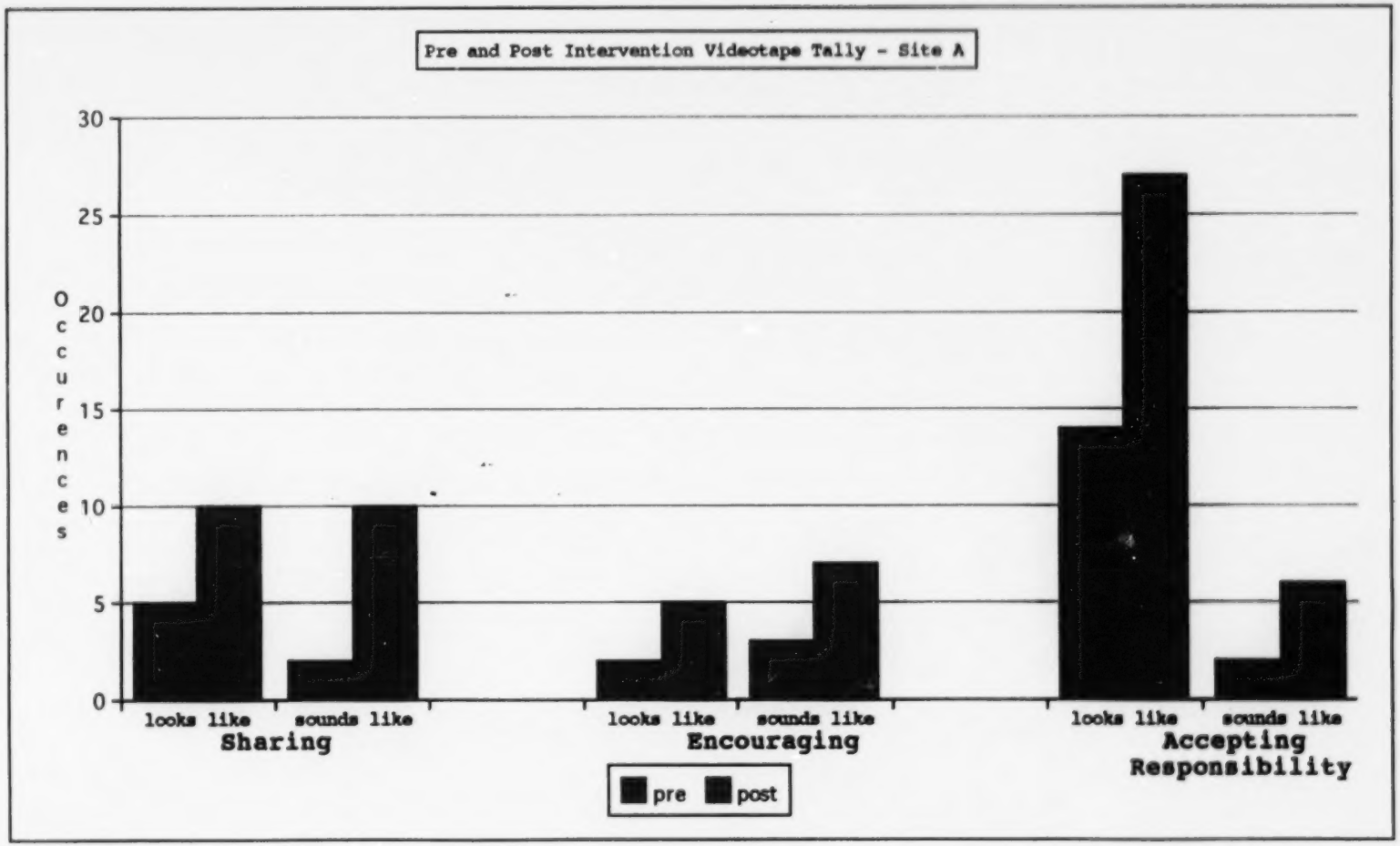

Figure 3

Pre and Post Intervention Videotape Tally - Site A

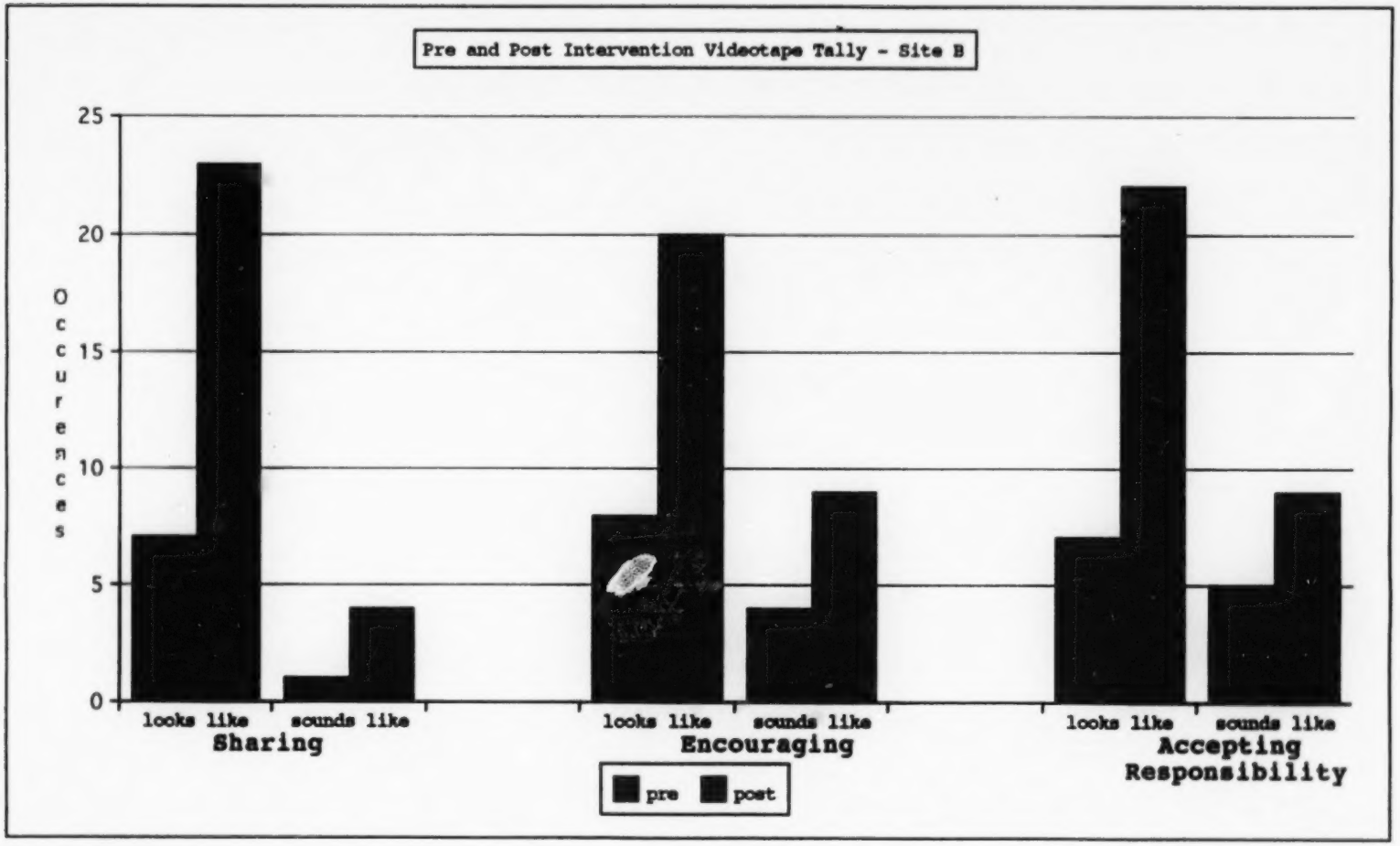

Figure 4

Pre and Post Intervention Videotape Tally - Site B

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accepting responsibility, where the number of occurrences increased from 14 to 27 (Looks Like), showing an increase of 92%, and from 2 to 6 (Sounds Like), showing a 200% increase.

At site B, students increased the number of occurrences of sharing from 7 to 23 (Looks Like), showing a 228% increase, and from 1 to 4 (Sounds Like), showing a 300% increase. These significant increases were also shown in the area of encouraging, where the number of occurrences increased from 8 to 20 (Looks Like), showing a 150% increase, and from 4 to 9 (Sounds Like), showing a 125% increase. This pattern of increase continued in the area of accepting responsibility, where the number of occurrences increased from 7 to 22 (Looks Like), showing an increase of 214%, and from 5 to 9 (Sounds Like), showing an 80% increase.

When reviewing the statistical analysis of the pre and post intervention data for the students' surveys, the researchers determined that the dramatic increases recorded in Figures 1 and 2 were not readily evidenced in the classroom. However, the researchers did observe a significant increase in the students' use of appropriate vocabulary related to the targeted skills. The difference between the actual increase of students' use of vocabulary and the assessment results might be attributed to the students' ability to memorize and recall vocabulary in an assessment situation.

The videotape Tally results, presented in Figures 3 and 4, documented a substantial increase in the application of the targeted skills. The observed behaviors of the targeted students applying these skills in authentic classroom

situations more closely matched the reported statistical increases.

Conclusions and Recommendations

The researchers were very pleased with the topic of increasing the frequency of appropriate use of social skills in a group setting. This topic proved to be both relevant and age appropriate for the targeted students. The acquisition of these skills not only impacted the students in the classroom but will continue to have an impact as they grow and eventually become independent members of society.

The intervention of explicitly teaching the social skills proved to be a successful strategy for effecting change. The researchers believe that each step in the process was vital to its overall success. Time must be allotted for each step to be taught in its entirety for the highest level of transfer to take place.

The first component of explicitly teaching the social skills was the purposeful integration of relevant literature exemplifying the targeted social skills. This component allowed the students to empathize with the characters and built a recognition of the need for acquiring the skills. It enabled the students to make the connections from fictional situations to real life. The students thoroughly enjoyed this component of the intervention process. The researchers found the literature choices to be successful in drawing the students in and igniting their desire to learn more about the targeted skills.

The next component, use of graphic organizers, was extremely effective as well. The creation of a Looks Like /

Sounds Like T-chart enabled the researchers and students to remain focused on the targeted skills as they progressed through the year. These T-charts provided a framework for the authentic implementation of the skills. Because these charts were written in the students' vocabulary, transfer from memorization and knowledge to application occurred. When the students used inappropriate behaviors, the researchers were able to use the T-chart as a reference for allowing a positive discipline approach to be used. The researchers found that these charts became dynamic lists, evolving as the students' level of understanding increased.

Role play was the next component in the intervention process. The researchers found this component to be essential for the targeted students. It allowed them to see the social skills in action. The use of older, respected peers brought a further significance to the role play activity. Role play also provided a memorable point of reference for the researchers and the students.

Guided practice was the most time consuming of the intervention components. Although the researchers were aware of the importance of practicing each new skill, it became very difficult to find the time to give them the attention they required. The researchers became discouraged during this component of the intervention process. The students, however, maintained their enthusiasm for practicing and applying the new skills.

As part of the guided practice component, a visual reinforcement project was created to document individual application of each of the targeted skills. Because of time

constraints, these projects shifted from teacher-directed formalized activities to informal, student-directed activities. This inevitably increased the students' interest and motivation to apply the targeted skill.

Although metacognitive activities were a component of the intervention process, the researchers chose to do them in an informal manner. These activities were not explicitly taught, but rather most were integrated into the guided practice component. The researchers did use a Plus/Minus/Interesting graphic organizer (Appendix H) to record student reflections prior to and following the intervention process. Initially, the metacognitive component was to be a separate step in the intervention process. Due to the extensions already made in the allotted time for completion of each unit, the researchers' modified this final step. The researchers believe that if they were to repeat this intervention process, it would be beneficial to keep the metacognitive component as a distinct step in the process. They believe it is significant and important to the transfer of information from knowledge to application.

The initial assessment tool used by the researchers was a Pre Intervention Student Survey (Appendix A). This assessment was intended to document the students' prior knowledge of the three targeted social skills. The students were asked to give examples of what the three social skills would look like and sound like when being used in a group setting. The researchers individually taped recorded the students' responses. Because the students had not yet been introduced to a Looks Like / Sounds Like graphic organizer,

it was difficult for them to fully understand the questions. The researchers would recommend that the students be introduced to the T-chart format prior to the pre intervention assessment. Many of the students felt confident in their ability to tell what sharing was, but struggled with putting their words in a Looks Like / Sounds Like format. The researchers determined that the students had very little prior knowledge of the two remaining social skills, encouraging and accepting responsibility, and could cite few examples of them.

The next step in the assessment process was a pre intervention videotape of students involved in a cooperative group activity. This was done to document their initial level of use of the targeted social skills using the Pre Intervention videotape Tally Form (Appendix A). At this time, the researchers' assumptions regarding the lack of use of the targeted social skills were validated. Although the sound quality of the videotape inhibited the researchers' ability to tally all the Sounds Like responses of the students, an adequate tally could be completed. To maintain validity of the research, the researchers used the same procedure for the post assessment. The researchers would recommend using a tape recorder for each cooperative group in conjunction with the videotape. This would allow for a more accurate Sounds Like tally for each of the social skills.

Although it is not a formal part of the assessment piece, at this time the researchers completed a Plus/Minus/Interesting graphic organizer (Appendix H) with the students. This activity allowed the students an

opportunity to express their frustrations at trying to work cooperatively in a group setting and established a need for learning strategies to improve their skills.

The post intervention assessment tools were designed and implemented in a similar format as the pre intervention tools. The T-charts, created by the students during the three units, were used as the basis for the final tally.

The researchers were astounded by the percentage of increase shown in the Post Intervention Student Survey (Appendix D). The students far surpassed the researchers' expectations in the number of Looks Like / Sounds Like examples they cited in the post assessment. When comparing these result to the actual classroom environments, a measurable discrepancy was observed. This was a point of discouragement for the researchers. However, they determined that this assessment piece was a reflection of the students' ability to memorize lists of vocabulary rather than a reflection of their true understanding and application of the skills.

It wasn't until the researchers completed the post intervention videotape and compared this with the pre intervention videotape that they observed the true application of the new skills in action. The pre intervention videotape allowed the researchers to go back in time and see the students again as they were before any interventions were introduced. Comparing this to the post intervention videotape allowed the researchers to see the significant strides their respective students had made. Being with these same students day after day, made it

difficult for the researchers to acknowledge the growth that had taken place.

It was at this time that the researchers reflected on their project as a whole. They celebrated the growth that had taken place over the seven month period. There had been many signs of transfer demonstrated by the students during the three units. Some students had made T-charts during their own free time. Other students were sharing signs of encouragement in the hallways, such as patting each other on the back and giving a thumbs up to their peers. A parent shared the idea of displaying an encouragement T-chart on the refrigerator at home to build a connection between home and school. The researchers' peers commented several times about the encouraging climate that was being fostered in their classrooms. Students were beginning to use the vocabulary on their own when working in a group setting. Overall, the researchers decided that their cation research project was a success. It had been a worthwhile investment of time and effort.

The researchers recommend that the same three social skills be chosen if this action research project were to be repeated. The skills were complimentary to each other. The order of sharing, encouraging and accepting responsibility allowed for transfer of knowledge as they were somewhat cumulative in nature. This did present a difficulty with the final videotape tallies. Many applications demonstrated by the students would fit in any of the three targeted skill areas.

The researchers further recommend that any social skills

program, whether it is individual classroom or school wide, contain the same sequence of intervention components as the action research project previously described.

If cooperative grouping is an approach used in a classroom, the researchers strongly suggest that the teacher begin the year with the explicit instruction of a small number of social skills. Without this understanding of group relationships and responsibilities, the group work will not be as effective or productive. The same motivation for the teaching of the academic content areas must be placed on the teaching of social skills for a cooperative learning environment to be successful.

It is also recommended that teachers videotape their students at least two times each year during a cooperative group activity. This would allow teachers to identify areas of concern. It would also present both the teachers and students the opportunity to see the growth that has occurred with the passage of time. When the researchers presented the pre and post intervention videotapes to their students, it was a time of celebration. The students and teachers alike, were impressed the the increase of appropriate social skill behaviors.

Finally, the researchers recommend that all classrooms develop a graphic organizer, such as a Looks Like / Sounds Like T-chart, giving examples of appropriate uses of social skills. These graphic organizers should be prominently displayed enabling all personnel that interact with the students to be aware of the classroom expectations. Developing a related school wide display would bring

consistency of expectations to the entire school body.

In conclusion, the researchers plan to incorporate the same intervention components when explicitly teaching the social skills of sharing, encouraging and accepting responsibility in the future. Through workshops, faculty and team meetings, and informal peer collaboration opportunities the researchers will share these findings. They will offer support to anyone implementing these interventions components. The significant gains from the implementation of this action research project have justified the time and effort spent.

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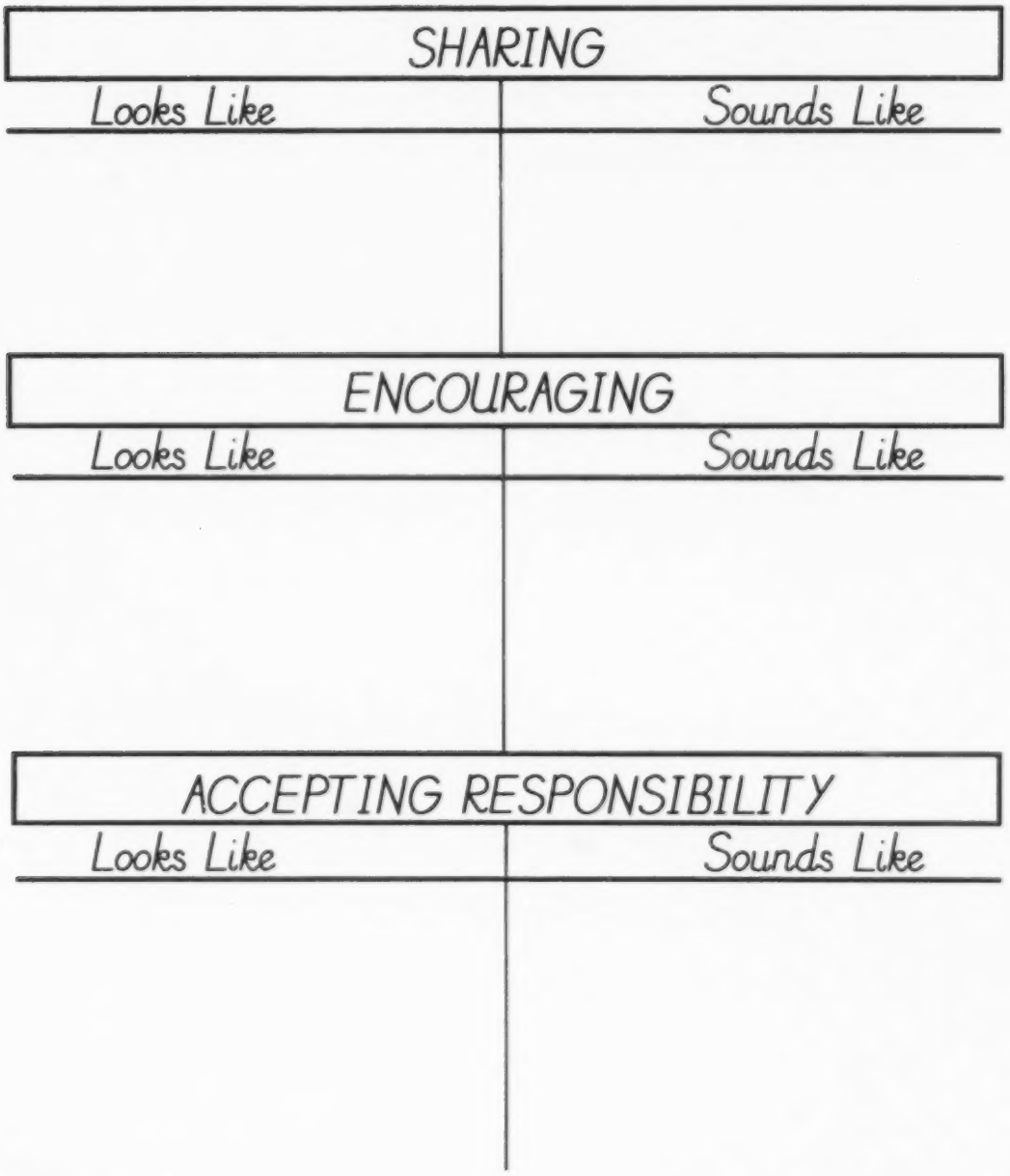
Appendices

Pre Intervention Videotape Tally Form

Pre Intervention Videotape Tally Form

Date: _____ Observer: _____



Post Intervention Videotape Tally Form

Post Intervention Videotape Tally Form

Date: _____ Observer: _____

SHARING	
Looks Like	Sounds Like

ENCOURAGING	
Looks Like	Sounds Like

ACCEPTING RESPONSIBILITY	
Looks Like	Sounds Like

Pre Intervention Student Survey Tally Form

Pre Intervention
Student Survey Tally Form

Date: _____ Observer: _____

SHARING	
Looks Like	Sounds Like

ENCOURAGING	
Looks Like	Sounds Like

ACCEPTING RESPONSIBILITY	
Looks Like	Sounds Like

Post Intervention Student Survey Tally Form

Post Intervention
Student Survey Tally Form

Date: _____ Observer: _____

SHARING	
Looks Like	Sounds Like

ENCOURAGING	
Looks Like	Sounds Like

ACCEPTING RESPONSIBILITY	
Looks Like	Sounds Like

SHARING

LOOKS LIKE:	#1	#2	#3	#4

SOUNDS LIKE:	#1	#2	#3	#4

OBSERVER: _____ DATE: _____ ACTIVITY: _____

ENCOURAGING

LOOKS LIKE:	#1	#2	#3	#4

SOUNDS LIKE:	#1	#2	#3	#4

OBSERVER: _____ DATE: _____ ACTIVITY: _____

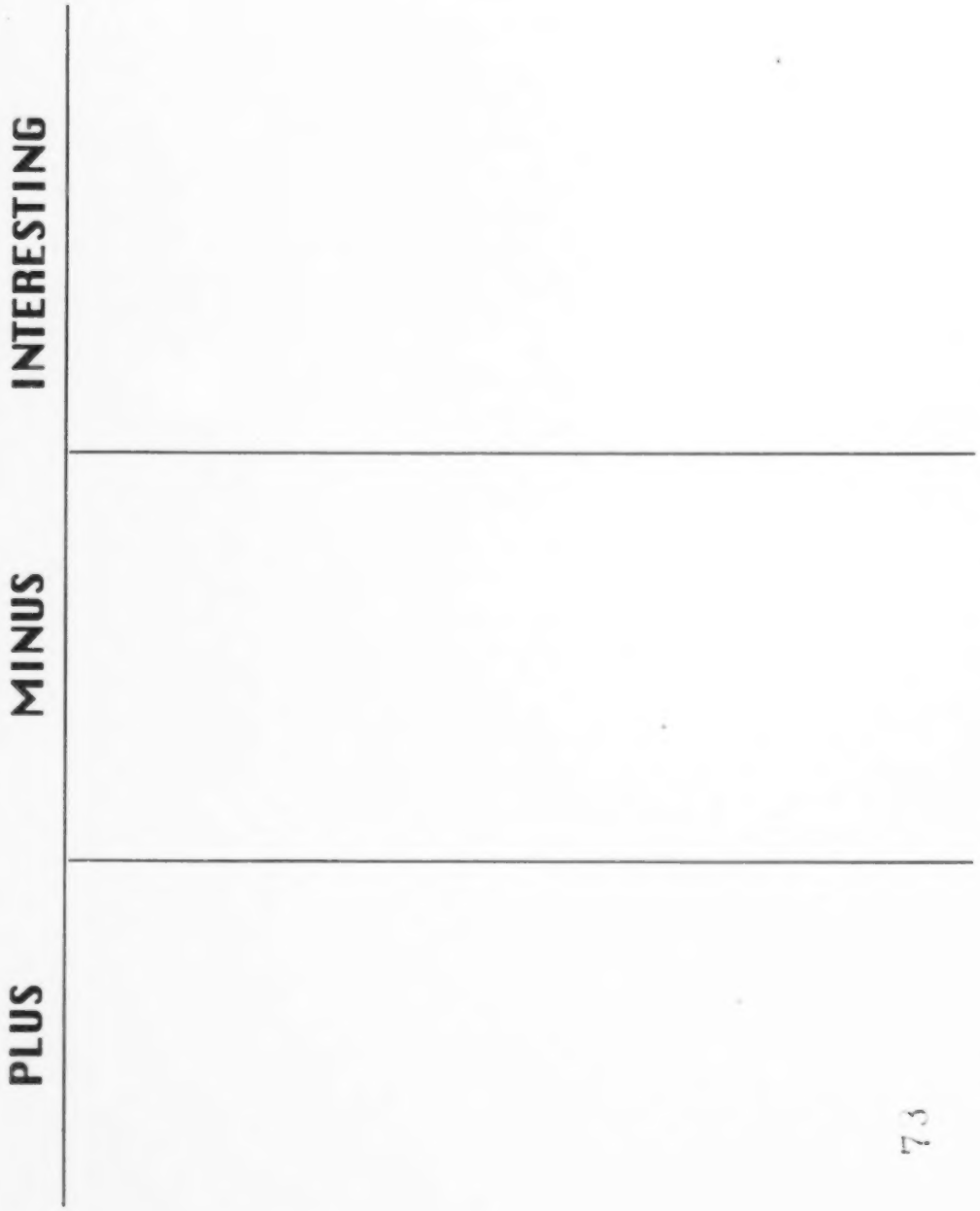
ACCEPTING RESPONSIBILITY

LOOKS LIKE:	#1	#2	#3	#4

SOUNDS LIKE:	#1	#2	#3	#4

OBSERVER: _____ DATE: _____ ACTIVITY: _____

Appendix H
Plus / Minus / Interesting Chart



Appendix I
Social Skill T-Chart

Sharing, Encouraging and Accepting Responsibility

Group Name _____

Props needed: _____

Sharing

Looks	Sounds

Encouraging

Looks	Sounds

Accepting Responsibility

Looks	Sounds

Description of the setting for your snapshot

_____

_____

_____